



COMPRENSIÓN DE TEXTOS ORALES
SESIÓN ORDINARIA 2024

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE

- **DURACIÓN: 55 minutos.**
- **PUNTUACIÓN:** A efectos de **certificación**, será necesario superar todas y cada una de las cinco actividades de lengua con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%. A efectos de **promoción**, será necesario obtener una puntuación mínima del 50% en todas y cada una de las cinco actividades de lengua.
- Las respuestas erróneas no descontarán puntos.
- Esta parte consta de TRES tareas.
- Se escuchará cada grabación 2 veces.
- Leer las instrucciones al principio de cada tarea y realizarla según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBIR NADA EN LAS ÁREAS GRISES.**

DATOS DEL CANDIDATO

APELLIDOS:		
NOMBRE:		DNI:
COMISIÓN:	OFICIAL <input type="checkbox"/>	LIBRE <input type="checkbox"/>
CALIFICACIÓN:		

TASK 1

Listen to the recording and match the statements (A-M) to the extract (1-4) that they refer to. There are **TWO ANSWERS** for each extract. There are **THREE STATEMENTS** you will not use. Extract (0) is an example. Write your answers in the **ANSWER BOX** (1 item = 0.8).

WHAT WILL SCHOOLS LOOK LIKE IN THE FUTURE

Which extract mentions...?	
A.	a criticism of traditional education
B.	catering to individual needs
C.	detrimental effects of excessive fees
D.	developing skills for the future
E.	extending an idea
F.	leading students to failure
G.	putting theory into practice
H.	reasons why students may not be inspired
I.	staying realistic with costs
J.	the current number of schools in the USA.
K.	the fundamental role of research on education
L.	the possibility of certain enterprises leaving their mark
M.	urge to update the way kids are taught

(Adapted from: youtube)

ANSWER BOX

EXTRACT	Extract 0		Extract 1		Extract 2		Extract 3		Extract 4	
QUESTION	0	0	1	2	3	4	5	6	7	8
STATEMENT	F	M								

Marks 1: _____/6.4

TASK 2

Listen to the recording and choose the best answer (A, B or C) for each question (9-16). Question (0) is an example. Write all your answers in the ANSWER BOX (1 item = 0.8).

FREE MOVEMENT OF PEOPLE

- 0. The topic of the lecture is how the European Union (EU) single market provides...
 - A. a pathway to EU citizenship.
 - B. **unrestricted mobility.**
 - C. various substantial freedoms.
- 9. The speaker states that in terms of studying the different freedoms...
 - A. attention is typically given to product mobility first.
 - B. the order in which they are studied is unimportant.
 - C. there should be a greater focus on personal mobility.
- 10. The uniqueness of the EU's internal market is that ...
 - A. goods can move freely across the state borders.
 - B. the flow of people and money is unrestrained.
 - C. the movement of services has some limitations.
- 11. Article 26 was established to ensure the...
 - A. division of different types of services.
 - B. legal protection of mobility rights.
 - C. proper functioning of the trade market.
- 12. Free provisions of services implies that EU citizens can...
 - A. do business with others living within the EU.
 - B. freely trade goods between member states.
 - C. set up an enterprise in other member states.
- 13. In the past, the right to move freely was restricted to those who ...
 - A. could demonstrate economic independence.
 - B. sought employment in another member state.
 - C. were hired by a company in a different member state.
- 14. When talking about production factors, the speaker mentions the four freedoms to...
 - A. emphasize the importance of mobility and capital.
 - B. point out the clear link between goods and production.
 - C. show how they tie in to the single market concept.
- 15. The speaker indicates that the social dimension...
 - A. came about as a result of unified economies.
 - B. is an aspect of what defines the European Union.
 - C. was an anticipated outcome of the single market.
- 16. Due to various treaties, the speaker concludes that...
 - A. countries have been able to unify their currency.
 - B. employment sectors have been greatly impacted.
 - C. the scope of citizenship has been broadened.

(Adapted from: youtube)

ANSWER BOX									
QUESTION	0	9	10	11	12	13	14	15	16
ANSWER	B								

TASK 3

Listen to the recording and complete the missing information in each numbered space (17-25). Use **NO MORE THAN TWO WORDS** for each space. Answer (0) is an example. Write your answers in the **ANSWER BOX** (1 item = 0.8).

WHY TRAFFIC CAN'T BE SOLVED WITH MORE HIGHWAY LANES

- Traffic was reduced during the pandemic but it is **(0) returning to** cities in the USA.
- One possibility for solving the problem would be **(17)** _____ for using their car.
- The Fundamental Law of Highway Congestion shows that widening roads doesn't work because when you do it, cars **(18)** _____.
- Turner and Duranton proved that increasing lane miles worsens traffic by observing traffic data and **(19)** _____ in cities.
- There's little **(20)** _____ over the fact that traffic increases when roads are expanded.
- Placing fees might be an easy fix as it could **(21)** _____ away from travelling during peak hours.
- If the income criteria are met, Manhattan residents would benefit from a full **(22)** _____ under New York's proposal.
- Bill Eisele feels that by considering **(23)** _____, congestion problems could be lessened.
- **(24)** _____ refers to the excessive traffic at certain times or on roads with heavy traffic.
- Unlike excessive highway congestion, bike lanes won't as much of a **(25)** _____ concern.

(Adapted from: cnbc.com)

ANSWER BOX

GAP	WORD
<input type="checkbox"/> 0.	returning to
<input type="checkbox"/> 17.	
<input type="checkbox"/> 18.	
<input type="checkbox"/> 19.	
<input type="checkbox"/> 20.	
<input type="checkbox"/> 21.	
<input type="checkbox"/> 22.	
<input type="checkbox"/> 23.	
<input type="checkbox"/> 24.	
<input type="checkbox"/> 25.	

Marks 3: _____ /7.2

TASK 1	TASK 2	TASK 3	TOTAL MARKS
			_____ /20

TASK 1
WHAT WILL SCHOOLS LOOK LIKE IN THE FUTURE?

ANSWER BOX

	Extract 0		Extract 1		Extract 2		Extract 3		Extract 4	
QUESTION	0	0	1	2	3	4	5	6	7	8
ANSWER	F-M		A-L		B-G		D-H		E-I	

DISTRACTORS: C, J, K

TRANSCRIPT

Extract 0

It's a tragedy that, as the world outside school changes faster and faster, the majority of American kids **are not being set up to succeed in the future that's coming (F)**. We are eventually going to create a **new model of education suited to the 21st century (M)**, instead of the last half of the 19th century.

Extract 1

My name is Max Ventilla, and I'm the founder and CEO of AltSchool. Working in Silicon Valley, and being at Google, and, you know, living here, it's kind of impossible not to have it shape your worldview and to believe that a mission-driven **technology company can have an incredible impact, beneficially, on the world (L)**. And being a parent of young kids, there's really nothing I can think of that is more important than their education that I can be working on. As an entrepreneur you have that startup bug. You need to work on something that catches you, and this was the thing that caught me.

There is this problem, which is that the model that we have for educating kids, it is a **mass production model, it is a factory model**. It doesn't provide an individualized experience to kind of anybody. **Every 45 minutes kids switch to a different subject**, and they open a textbook, and they read the next chapter. And at the end of the week, they take a quiz. That experience is teaching kids how to think like computers. And **that's not going to be very valuable (A)** when these kids actually grow up to be adults.

Extract 2

If you're trying to fundamentally transform the education experience, that is not something that you can just kind of whiteboard with a bunch of research, and a bunch of smart people in a room somewhere. **You have to learn what that model looks like (G)**. For us, that meant immediately, almost from starting the company, **opening a school**. And then we opened three more schools, and then we opened three more schools, and now we're opening two more schools that are focused on personalized education. Each child defines their own experience to learn in a way that feels natural, takes advantage of their curiosity and that doesn't try and corral them to learn this thing right now, in this way. And that's where technology plays a foundational role versus a superficial role.

There are two **tools that fundamentally enable personalization in our schools (B)**. One tool is called the Portrait. So, this is a representation of all of the things that are important about each child that different people can add to, for curating a day-to-day education experience that's going to meet them where they are. That maps to a second tool, which we call the playlist, which is the, the kind of scaffold for each child's day. It's a to-do list, and a calendar. It allows each child to decide what order they do things, or they can decide what's on that playlist as they get older. It's allowing a child to have agency.

Extract 3

None of us like being told what we need to do, when, where, how, with whom. There's nothing that's more demotivating than that (H). And if you're not motivated, you don't actually learn. There's no way to force a kid to learn. They have to actually go along with a certain experience, they have to actually think.

What we see is incredibly promising out of the gates in the first two years. We're seeing much more than a year's worth of progress on kind of nationally norm tests. But, as importantly, they're making **progress on the social-emotional pillars (D)**. Things like grit, ability to work with others, ability to manage your time, to

set goals that are going to serve those kids critically when, you know, they enter a world that's going to demand those kinds of characteristics from them. I mean my daughter is going to have a different life because this is the kind of school that she went to.

Extract 4

I love this Bill Gates quote, that “**humans tend to overestimate what we can accomplish in a year, and underestimate what we can accomplish in ten**” (I). First year, it probably costs us \$100,000 per student. The next year it's like 60,000, the next year it's like 35,000, this coming year it's like 25,000. I think that when you get down to about \$15,000 per student, now you're in the realm of the kind of median experience in lots of parts of America. There are lots of public-school districts that spend way more than that on average.

We're starting to say okay, how do we take the platform that we use to support our own school? And how do we expand that platform with partners? We're just starting to **work with the first set of partners who would open schools which aren't run by us** (E). It's on that path that eventually you get to what you want. A new ecosystem where all schools, existing schools and new schools, are able to take advantage of a kind of new way to educate kids for their future. There's literally a technology company behind their school working tirelessly. That's the kind of ten-year future that we believe is possible.

(Adapted from: youtube.com/watch?v=JZlgYiXzu58, 5:17 minutes)

**TASK 2
FREE MOVEMENT OF PEOPLE**

ANSWER BOX									
QUESTION	0	9	10	11	12	13	14	15	16
ANSWER	B	A	B	B	A	C	C	B	C

TRANSCRIPT

Welcome everyone, to the law of the European Union. In this lesson, we're going to move on to the second of our substantive freedoms that are provided by the EU single market, and this is the free movement of people or the free movement of persons. Now, we're just going to introduce this topic in this lesson, focus on where **the concept of the free movement of persons fits into the broader corpus of the law of the European Union single market (0)**. Before we then set up essentially what the next series of lessons is going to focus on, which is that of EU citizenship.

So, the substantive law that we've been going through already relates to the first of the European Union's fundamental freedoms. Now, you could technically, if you wanted to study these different freedoms in whatever order you so pleased, but any undergraduate or even postgraduate module on law of the European Union or law of the single market **will often and should always focus with the single market free movement of goods (9)**. And then they will tend to move on to the second of these, which is that relating to the second of the four fundamental freedoms: the free movement of persons.

So, we know already that the internal market for the European Union has **this very unique feature of allowing not just the free movement of goods and services**. So, this is really where we see a lot of other customs unions that exist around the world. They tend to focus and be limited on the free movement of goods and services, sometimes not even services, but just goods. But they also have this additional layer within the EU single market, the EU's internal market, this being **the free movement of people as a mode of production, as well as the concept of a monetary union with the free movement of capital (10)**. Now, we will study capital markets in a future lesson, but what's important is citizenship or labour through member states is something that is provided for by the treaties on the European Union.

We know already from **Article 26** on the Treaty of the Functioning of the European Union that there is the provision ensured for the establishment of the four freedoms within the single market. It says that the internal market shall comprise an area without internal frontiers in which the **free movement of goods,**

persons, services and capital is ensured (11). Now we tend to split services into two. **So, there's also the free provision of services across member states, which is the one element (12).** And then this is sort of exemplified in another element, which is that of the freedom of establishment of business operations in other member states. So, freedom of establishment and services tend to sort of link together as one of the four fundamental freedoms. But we've already looked at goods. We've looked at the distinction between fiscal barriers and non-fiscal barriers, things like quantitative restrictions and things like measures that have equivalent effects to quantitative restrictions. So now let's focus on how EU citizenship law operates and how EU citizenship and EU labour law operates within the context of the single market.

But from a historical perspective, in this original format, the concept of the free movement of persons wasn't necessarily universal across every kind of person, because there was this idea that it should only include, or when we talk about the free movement of persons, that should be taken to mean and taken to be described as only **economically active persons, i.e. workers.** So, instead of it being the free movement of persons, there was this general idea that it could potentially **just be the free movement of workers (13),** a specific type of person that provides for a mode of production, i.e. the labour market. But the reason for this was because **the single market is traditionally described as that which deals with the economic factors of production. And you'll notice that is the case if you look at the four freedoms- (14)** the free movement of goods, goods obviously being a factor of production. Another one of these four freedoms is that of labor, i.e. the labor markets, i.e. the free movement of persons. And then you've also got other things like relating to establishment and services as well as capital, capital being a very important element of this idea of there being a mode of production that have no internal frontiers across the member states.

But what this doesn't express is the clear element that within the four fundamental freedoms there is a social dimension that is baked into them. And now **this social dimension** may or may not have been something that was originally envisaged by the founding fathers, shall we say, of the single market. But it is something that **has developed over time as the European Union has developed, not just as an economic union, but also as a social union and a political union of the member states across Europe, because that is what the EU has essentially become (15).** And it's growing into all kinds of different things with all kinds of different initiatives that the European Union is growing into. So, for example, in the last 40 years or so, one of the most important developments within the European Union is this idea of the creation of the common currency and the creation of a deeper integration within monetary union. And we've seen integration grow even further and further with multiple different treaties. So, the Maastricht treaty, for example, in the 1990s, and then obviously we have the Lisbon Treaty in 2007: all showing deeper both economic integration, but also deeper social and political integration as well. As a result of that, we see an **extension,** the dimension of which people, when it comes to the free movement of people, is **not specifically just within the context of workers and within the labor market. It's more specifically in the context of EU citizenship (16).**

(Adapted from: youtu.be/ijXvgdTfFXw, 5:40 minutes)

TASK 3
WHY TRAFFIC CAN'T BE SOLVED WITH MORE HIGHWAY LANES

ANSWER BOX

GAP	WORDS
0.	returning to
17.	charging people
18.	will come
19.	road capacity
20.	dispute
21.	divert drivers
22.	tax credit
23.	capacity improvements
24.	recurring congestion
25.	public policy

TRANSCRIPT

Traffic. After receding for years during the global pandemic, it is **returning to (0)** cities, small and large around the United States. Debates over what to do about it never ended. The average American driver lost 51 hours and \$869 in valued time by sitting in traffic in 2022. In 2019, before the pandemic, it cost the average American nearly 100 hours and nearly \$1,400. Proposed solutions often include widening roads, adding public transit, building denser cities and **charging people (17)** to drive at certain times. That last is currently on the table in places such as New York, and it has met with fierce opposition from both sides of the political spectrum.

Despite this, some say congestion pricing is the only way to directly reduce traffic in the long run in crowded, expensive cities like New York, where building just a mile of road or subway track can easily cost billions of dollars. In the long run, widening roads doesn't work.

In 2011, two economists published this paper basically providing evidence of something called *the Fundamental Law of Highway Congestion*, a term that was first proposed by economist Anthony Downs in 1962. That law basically says "if you build it, they **will come.**" **(18)**

The Sepulveda Pass stretch of Interstate 405 in Los Angeles is one example. After a \$1 billion widening project, a USC affiliated news group found traffic actually worsened.

Turner and Duranton found that when cities add 1% of lane miles to major roads or highways, they soon see a 1% increase in the total miles driven in the city. They saw that when they looked at **road capacity (19)** and traffic data in a single city over time and when they compared cities to each other. They also simulated a randomized controlled trial too impractical to run in real life.

Using what Turner calls statistical tricks, the team added a 1% increase in lane miles to a model of half of the cities and metropolitan areas in the US and not the other. They saw the same 1% vehicle miles traveled increase they found elsewhere. That suggested expanding roads caused people to drive more.

This phenomenon is sometimes called induced demand, and today few **dispute (20)** it exists. This fundamental law holds that building more transit, building denser, more walkable cities or adding bike lanes doesn't really solve the problem either, since those things are also subject to induced demand. The solution is simple: use pricing to **divert drivers (21)** away from using roads at times when they are busiest and toward times when demand is lower.

New York's plan to price congestion is a cordon plan, meaning there is a line or cordon that runs from the bottom of Manhattan to 60th Street. Any car entering this zone on the island would have to pay a toll. For cars entering the district during peak hours, the fees could range from \$9 to \$23, depending on which plan under consideration the city chooses to adopt. Prices would be lower during off-peak hours and overnight. There also would be a 100% **tax credit (22)** for people who live in Manhattan and who make less than \$60,000 per year.

Over time, added lanes may once again fill up with traffic. But the picture is nuanced. "Just like congestion doesn't have a single cause, there isn't a single solution. And for the most part, we recommend more of everything. In growing regions, especially where there's high population growth and high job growth, we almost have to look at **capacity improvements" (23)**.

Bill Eisele works at the Texas Transportation Institute at Texas A&M University. The institute puts out a widely cited annual urban mobility report.

"**Capacity improvements (23)** really do help. Adding lanes sometimes gets a bad rap because people will look out there and they say: "Well, that road is filled up again. Perhaps you've wasted our money on this." But as we look at that a little bit closer, that traffic that's been generated by the road or that suddenly appears to be created was actually on the transportation system already. They could have been travelers that were on a different route, taking a different mode or perhaps traveling at a different time of the day."

Traffic can be caused by several factors. It can be temporary or occasional, like when it is caused by a vehicle accident, road construction or bad weather. **Recurring congestion (24)** is the congestion drivers encounter during rush hour or on roads that always seem clogged.

But accidents, road construction, bottlenecks and traffic signals can also worsen that recurring congestion. Addressing those factors can make a difference, at least in the short term.

And though public transit, bike lanes and sidewalks are also subject to induced demand, they still make a difference in the kinds of challenges a city faces.

"You could put 500 people into a subway car, right? versus 500 people driving here on K Street and the magnitude of the impact is completely different. You say the same thing for a bike lane, for example. Build a bike lane out here, you have a lot of people using it because there's a lot of demand for that. But the impact of that is not going to be anything that's going to be a major **public policy (25)** concern like it's going to be when we think about single occupant vehicles or a bunch of trucks that are clogging up the roadways."

One issue all these solutions do have in common, they cost money, all of them.

(Adapted from: [youtube.com/watch?v=zeD0w3z-z3s](https://www.youtube.com/watch?v=zeD0w3z-z3s), 5:16 minutes)